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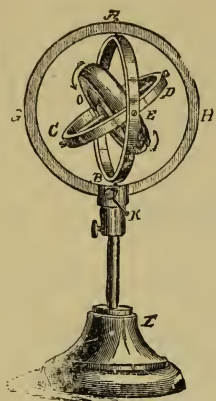
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* TENTH*YEAR*BEGINS*SEPTEMBER*6th*1887.*

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1887.

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First Term begins,	-	-	-	-	September 6th, 1887.
First Term Ends,	-	-	-	-	November 12th, 1887.
Second Term Begins,	-	-	-	-	November 21st, 1887.
Second Term Ends,	-	-	-	-	January 28th, 1888.
Third Term Begins,	-	-	-	-	February 5th, 1888.
Third Term Ends,	-	-	-	-	April 14th, 1888.
Fourth Term Begins,	-	-	-	-	April 23rd, 1888.
Fourth Term Ends,	-	-	-	-	June 23rd, 1888.

BOARD OF INSTRUCTION.

C. H. FRENCH, PRINCIPAL,

Professor of Latin, Greek, Mathematics and Natural Sciences.

MISS EMMA L. JENNESS,

Professor of History, Rhetoric and Literature.

At this writing (June 1st.) it is impossible to say whether Miss Jenness, who has made this department so successful, can be retained, but she will be, if possible to secure her services.

MISS BESSIE T. KINCHELOE,

Instrumental Music and French.

(For twelve years engaged with New Windsor College and Arlington House School, Alexandria, Virginia.)

MRS. AUGUSTA L. SEAVEY,

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(For several years Principal of Kindergarten Instruction in Stuttgart, Germany, and recently Principal of Kindergarten Department of Clark University, Atlanta, Ga.)

A. E. PALMER, M. D.,

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The Departments of Art, Short-hand Reporting, Telegraphy and Military Tactics, will be filled by competent instructors when found necessary.

MISS ELIZABETH GADE,

Professor of German, and Associate Principal of Kindergarten.

(For many years Principal of Kindergarten Department, Charlottenburg, Germany.)

MISS FLORENCE T. DE MUTH,

Principal of English Department.

(For many years Principal of English Department of New Windsor College, New Windsor, Maryland.)

GEN. P. C. HAYES,

Constitutional Law, Civil Government and Political Economy.

ANNOUNCEMENT.

The catalogue for 1887-88 is before our friends and patrons. The career of the MORRIS NORMAL has been so uniformly successful that the institution needs no factious trumpeting, and we are able to say, with justifiable pride, that it has never been in a more prosperous condition than now. The past has been crowned with success; and we enter upon the labors of the coming year with renewed faith in the possibilities of the school, with increased determination to maintain its rank as one of the highest educational institutions of the State, and with encouraging assurance that the success of the past will be excelled by the triumphs of the future. We apologize for no shortcomings—we amend them if they exist; we ask for no quarter in competition: healthful competition will only make us stronger. We simply maintain that the MORRIS NORMAL AND SCIENTIFIC SCHOOL affords better advantages and secures for its patrons higher results than any similar institution in Illinois. We are willing that the public should be the judges of what we assert.

SITUATION.

The MORRIS NORMAL AND SCIENTIFIC SCHOOL is located at Morris, Illinois, a city of 4,000 inhabitants, the county-seat of Grundy county, on the Chicago, Rock Island and Pacific Railway, sixty-one miles south-west of Chicago. Morris is one of the most beautiful towns of the State and fully deserves the title of "Forest City." It is easy of access, being reached from any direction by connecting with the Chicago, Rock Island and Pacific Railway at Chicago, Joliet, Seneca, Ottawa, La Salle, Bureau Junction or Burlington Crossing. It is healthfully situated at the junction of Illinois River and Mazon Creek, celebrated for its beautiful scenery, rich fossiliferous formations and varied flora. The river also furnishes pleasant and healthful recreation for the students, in the way of boating, skating,

etc. The society of the city is intellectual, refined, and of the highest order of morality; the principal churches are represented; a good library is sustained, and students are cordially welcomed by the citizens. To those seeking an education the NORMAL AND SCIENTIFIC SCHOOL offers advantages superior to those of any similar institution in the State.

HISTORY OF THE NORMAL.

The MORRIS NORMAL AND SCIENTIFIC SCHOOL was organized in September, 1878, and incorporated in 1881. By its charter it possesses the power to issue diplomas and grant degrees. It has completed thirty-nine terms of such success as to win the interest and confidence of all who are acquainted with it at home or abroad as its Alumni abundantly testifies, furnishing, as it does, those who rank among the best teachers of our State, and holding responsible and honorable positions in the professions.

In April, 1886, with the desire to place the institution upon a more permanent basis, to give it a stability that it had never before possessed, an association, comprising seventy of the best citizens of Morris and vicinity, was organized under the laws of the State, an incorporate body, known as "The Morris Normal and Scientific Association," for the purchasing and holding of property for educational purposes. A board of directors was selected, composed of E. Sanford, president; E. B. Fletcher, secretary; Geo. Woelfel, treasurer; L. F. Beach, Alex. Burrell and Oscar Gray. Property was purchased in close proximity to the business centre of the city and placed at the disposal of the MORRIS NORMAL AND SCIENTIFIC SCHOOL.

The MORRIS NORMAL AND SCIENTIFIC SCHOOL will open on Tuesday, September 6th, 1887, with the assurance of a grander achievement than at any time in its history.

The new principal comes to us with an experience of over fifteen years of successful school work, with untiring zeal and energy, and endowed with all the requisites of a successful manager of such institutions as the MORRIS NORMAL AND SCIENTIFIC SCHOOL.

TESTIMONIALS.

Scores of testimonials, references, etc., might be printed, but space forbids more than a very few, showing the character of the instruction to be found in the school.

Russell, Kansas, June 1, 1884.

To all whom it may concern:

We, the undersigned members of the Russell School Board, certify that Prof. C. H. French has been Principal of our High School and Superintendent of the Public Schools in this city for the past year. He came to us well recommended and has fully sustained the recommendations brought with him. Taking charge of our schools when they were at a very low rating, he has, in one year, brought them to the front. We regret very much that Mr. French has to leave us now to attend to his business in the East, but trust he may arrange his matters there and return to us in the fall to take charge of our schools for another year.

G. T. Bradshaw, President.

S. E. Lawson, Clerk.

J. H. Hill, Treasurer.

Prof. C. H. French, formerly of Oxford, Maine, now Principal of Shoreham Academy, Shoreham, Vt., has been invited to accept the Principalship of Atwood Institute, Albany, Ohio, at a salary of two thousand dollars per year. We rejoice to hear of the success of our Maine boys, and can commend the good judgment of the Trustees of Atwood Institute in their selection of such an able and efficient Principal. Prof. French is one of the strongest teachers in this State, and has won the enviable reputation of being one of the finest educators in New England.—Lewiston, Me., Journal, March 15, 1883.

University of Kansas, Chancellor's Office, Oct. 27, 1884.

To whom it may concern:—It gratifies me to say that last winter I had the pleasure of visiting the public schools of Russell, Kansas, under the superintendency of Prof. C. H. French, and especially the High School, which was under his immediate care, and that I found all the schools in singularly good condition. In the classes in the High School I found a spirit of earnestness and industry that speaks the highest praise for an instructor. Judging from what I saw, I believe that Prof. French possesses those characteristics of the good teacher—earnestness, industry, enthusiasm—and the skill to inspire his students with the same feeling.

J. A. Lippincott, Chancellor, State University.

New Carlisle, Ind., Dec. 1, 1885.

To any Board of School Trustees:

It gives us pleasure to recommend Prof. C. H. French as a scholar and a gentleman, and as a teacher we consider him far superior to any we have met in the school room. His method is original with himself and gives entire satisfaction both to pupils and patrons, so much so that there is not a pupil or patron of our school but regrets that he cannot stay longer with us.

M. Miller, President New Carlisle School Board.

Copy of letter from Hon. John Appleton, Ex-Chief Justice, Bangor, Maine:

Bangor, August 10, 1885.

I have been intimately acquainted with Mrs. Seavey for many years. She is an accomplished lady, of pleasing manners and fine character. She taught school successfully in this city. Since then she has visited Germany and made herself acquainted with the Kindergarten System. I think she is eminently fitted to acquire the confidence and love of children entrusted to her care.

(Signed) John Appleton.

Copy of letter from Rev. E. O. Thayer, President of Clark University, Atlanta, Ga.:

Clark University, Atlanta, August, 1886.

It affords me genuine pleasure to testify to the genius and skill of Mrs. Augusta L. Seavey in her work as Kindergarten Teacher. She is certainly qualified by nature to interest children, and in addition to this she seems to thoroughly understand the system. Her work at Clark University, with the professor's children and others, was entirely satisfactory and we all regret sincerely the necessity of losing her services.

(Signed) E. O. Thayer, President.

New Windsor College, New Windsor, Maryland, May 12, 1886.

I have much pleasure in stating that Miss Florence T. DeMuth has been known to me for some time. She is, I consider, fully qualified to teach the English branches and mathematics, and has successfully taught in this department of the above College during the past season. She has always been a careful and painstaking student and at all times very faithful in class room work. I can also recommend her as a disciplinarian, as she has ever been respected and esteemed by her fellow students. She is a lady morally and socially, and I cheerfully commend her to your notice as she who will give every satisfaction in whatever position she may be placed.

Thomas Fell, Prof. of Ancient and Modern Language, St. John's College, Annapolis.

Miss Bessie T. Kincheloe has been known to me for some time, and I take much pleasure in testifying to her proficiency as a teacher. She is careful and painstaking, and capable of inspiring the pupil with great zeal and energy for their work. Miss Kincheloe is specially qualified to give instruction in Latin, French, Mathematics, the English Branches and instrumental music. She is a lady morally and socially, and I can confidently recommend her to any institution with which she may at any time be engaged.

(Signed) Thos. Fell, Principal St. John's College, Annapolis, Md.

Charlottenberg, Germany, September 25th, 1878.

Miss Elizabeth Gade has been Principal of my Kindergarten department in my school during the past seven years. She has all the skill needed to teach children after Froebel's methods. Her carefulness and yielding to her children's nature enable her to fill better than I can tell a position as teacher of small children. I am sorry to see her depart to America, and wish she may always find the acknowledgement which I pay to her with a thankful heart.

Fransiska Von Bradender, President.

DESIGN.

The design of the institution is to give as complete an education as can be obtained in any school in the west, and neither time, labor, pains or expense will be spared for the attainment of that end.

DISCIPLINE.

The discipline is mild, but firm and decided. Constant appeals are made to the conscience and better feelings of the heart. These failing, persistent offenders will be promptly dismissed from the school. All members of the school are to be considered as ladies and gentlemen, and will be treated as such as long as they prove themselves to *be* such.

ACCOMMODATIONS.

The buildings are pleasantly located near the business centre of the city; the internal arrangements are commodious, possessing ample accommodations for three hundred students.

LIBRARY AND READING ROOMS.

The library and reading-room is open for the use of students the entire day. The library contains the leading text-books published on any school subject and a large collection of reference books and works of general information, Encyclopedias, Dictionaries, History, Biography, Travel, Poetry, Fiction, Scientific and Religious works, Literature, Political Economy and Philosophy. The reading-room is free to each student and contains leading dailies, weeklies, and monthlies of various kinds.

MUSEUM.

The collections in the Normal Museum are illustrative of Geology, Mineralogy, Zoology, Archæology, Entomology and Conchology. In each of these departments the collections are choice and well-selected; the specimens of fossils, animals, shells and birds being particularly fine. The museum is valuable to the students and entertaining to any one interested in such collections. Visitors are cordially invited to visit this and also the other departments of the Normal. The School is permanently located, so that the Normal Museum will be a safe place of deposit for specimens and relics in the possession of patrons and friends who wish to aid the study of science.

GENERAL EXERCISES.

The morning exercises of the school are one of the most pleasant and profitable features. The religious exercises and singing are followed by general announcements and short lectures by

the principals or teachers, on topics of general interest bearing on school work or life work. The exercises are a fruitful source of inspiration and instruction, and serve to give that high and enthusiastic tone for which the Normal is so justly celebrated.

There is probably no school in the country that makes its chapel exercises so interesting and helpful to the students.

LECTURES.

Arrangements will be made for lectures on such subjects as will interest and instruct the students. Specialists in educational and scientific themes will discuss live questions, and the students will thus have the benefit of a free course of lectures on practical issues, by practical men and women, on alternate Saturdays.

INSTRUCTION.

The Principal is a gentleman of large and varied experience, and each of the associates ranks among the first in their respective departments, and make teaching a profession. Their experience ranges from twelve to twenty years. They have made their work a life study, and all fully realize that the work of a school is to secure a full and harmonious development of all the faculties of body, mind and soul. They bear about with them the consciousness that the pupils whom they are instructing are soon to take their places as active factors in society, and that to do that effectively they must learn to be gentlemen and ladies, that our times are forcing upon us a demand for integrity, intelligence and culture, hence, they urge upon the pupils a thorough, systematic course, not an invention of their own, but one that has been centuries in development, and that the scholars of the world approve; one in which the studies are arranged in logical sequence, and in true conformity to the laws of mental growth.

GRADUATES.

Arrangements have been made with the leading colleges, east and west, whereby students, upon completing the classical course and receiving their diplomas certifying to their attainments, can enter those institutions without further examinations.

COURSES OF STUDY.

It is impossible to arrange an inflexible course of study when the wants of so large a number of students are to be considered, hence, the spirit of the institution will be to meet the wishes of all as far as possible. Therefore, four courses of study have been arranged, Classical, English, Scientific and Business, to which a few optional studies will be added as found necessary.

THE CLASSICAL COURSE.—Designed to give the student a thorough preparation for entering our best colleges.

THE ENGLISH COURSE.—Forming a substantial foundation for the Scientific Course following.

THE SCIENTIFIC COURSE.—Designed to meet the demand for a good, thorough, practical education. To complete it requires a period of two years, and, taken in connection with the English Course, of which it forms a part, it is believed, stands without a superior.

BUSINESS COURSE.

BOOK-KEEPING.—Single and double entry. Special attention to those forms in each system that are of the greatest practical value.

COMMERCIAL FORMS and Papers, Notes, Checks, Drafts, Statements, etc.

BUSINESS CORRESPONDENCE.—The study of Models, practice in Letter writing.

INTELLECTUAL ARITHMETIC, for mental drill, accuracy and facility in computation.

COMMERCIAL ARITHMETIC.—Percentage, Discount, Interest, careful drill in the computations usually made in actual business.

The course is designed to meet the wants of young men and women who desire to make preparations for business. We believe it will be found thorough, practical and satisfactory.

Other courses will be arranged if found necessary. These courses have been carefully prepared and arranged to meet the wants of those who can spend only a single term in the school, as well as for those who, being more favorably situated, can complete the entire course.

ENGLISH COURSE.

[GRADUATING INTO SCIENTIFIC COURSE OR CLASSICAL COURSE.]

FIRST YEAR.

Fall Term.—English Grammar, Geography and Map-Drawing, Arithmetic.

Winter Term.—Geography, half term, History United States, half term, Arithmetic, Physical Geography and Physics.

Spring Term.—Physiology, History of United States, Arithmetic half term, Rhetoric half term.

To which will be added such other studies as will be found necessary.

SCIENTIFIC COURSE.

[FROM ENGLISH COURSE.]

FIRST YEAR.

Fall Term.—Algebra, English Analysis and Rhetoric, Political Economy and Constitution of United States.

Winter Term.—Higher Arithmetic, Physics, Algebra, Physiology.

Spring Term.—Algebra, Chemistry, Ancient Legends and Mythology, Botany.

SECOND YEAR.

Fall Term.—Astronomy, Ancient History and Geography, Geometry, Botany.

Winter Term.—Geometry, English Literature, Algebra, Zoology.

Spring Term.—General Review and Graduation.

CLASSICAL COURSE.**FIRST YEAR.**

Fall Term.—Algebra, Latin Grammar and Reader, Ancient History.

Winter Term.—Algebra, Latin Grammar and Reader, Ancient History.

Spring Term.—Algebra, Latin (Cæsar), Latin Prose Composition.

SECOND YEAR.

Fall Term.—Geometry, Greek Grammar and Lessons, Latin (Cæsar), Ancient and Modern Geography, Comparisons.

Winter Term.—Greek Grammar and Lessons, Latin (Cicero), Ancient Geography or History, Latin Prose Composition.

Spring Term.—Greek, (Anabasis), Latin (Cicero), Latin Prose Composition.

THIRD YEAR.

Fall Term.—Greek (Anabasis), Latin (Virgil), Greek Prose Composition.

Winter Term.—Greek (Anabasis), Latin (Virgil), Greek Prose Composition.

Spring Term.—Greek (Homer) and Review, Latin (Virgil) and Review, Algebra Reviewed, Geometry Reviewed.

THE KINDERGARTEN.

At the earnest request of many having children from three to seven years of age a Kindergarten Department will be introduced and made a prominent feature of the school. Teachers of long experience and well known skill have been secured for this important department. The Kindergarten is the recognized method of teaching small children, and a careful study of its superior advantages over other methods will result in the establishment of one of the most successful Kindergartens in the west.

The Kindergarten is fast becoming a popular institution through the efforts of the American Froebel Union to spread the knowledge of its principles and methods. Nevertheless the question, "what constitutes a true Kindergarten?" may profitably be answered.

The word translated means, "childrens' garden," and such it is; for, as the gardener studies the plants—their needs and conditions of growth, the effect upon them of sunlight and shade,

of moisture, different kinds of soil and cultivation; so the competent Kindergarten teacher has been trained where she observed the child in the best conditions of mind and character development. The little ones are gathered in a room well lighted and tastily appointed. During the lesson they are seated on little chairs about small tables marked off into little squares. Every thing they do is in accordance with intelligent direction. Every fold of paper brings a thought to the child, every play, every song is suited to teach an idea. He learns the practical of geometry though he knows not the meaning of the term. By means of sticks he becomes familiar with the fundamental rules and operations of arithmetic. He draws with the pencil, sings and moves gracefully. He thinks and expresses his thoughts in coherent language. There is folding of paper, weaving, modeling, etc. The superficial observer is inclined to think it is all play, but it is not. It turns the love of play into good account. It is the most practical part of the educational system. It is a free, natural development of the physical, intellectual and moral faculties of the child.

"Come forth into the light of things,
Let nature be your teacher."

The child is under the tuition of his eyes, his ears, and his fingers. Not the three "R's" but the three "H's" constitute its curriculum—head, heart and hand; the scientific, the artistic the industrial.

Theoretically, the child attends the Kindergarten from the ages of three to seven. This makes it, as intended by the founder, a bridge between the nursery and school. It is not a school where the pupil is required to learn a lot of symbols of thought when it has not the thought to make them significant to him. The forcing process is unknown here. The little ones are not taught to read, spell and to cipher, but to hear, to see, to think, to express the thought to a purpose, to count, and the relation of lines and angles, of numbers, to do things orderly and accurately, and to find his place among equals in this commonwealth of children.

THE PREPARATORY DEPARTMENT.

As an additional feature for the successful workings of the institution a Preparatory Department will be established this year, the design being to fit students more especially for the

Normal and Classical courses of the school. It will embrace students from nine to fifteen years of age, and will correspond nearly to the ordinary grammar and high school grades of our leading eastern cities. It will be seen, therefore, that the plan of introducing the child to the Kindergarten grade, graduating from that to the Preparatory department, and thence to the Normal and Scientific School proper, enables the student to pursue the entire course under one line of instruction, and the delay and disadvantages of changing from one line of study and instruction to another will be avoided.

This being a new feature of the school, and one urgently requested by the patrons of the school, the best instructors obtainable have been secured, and no pains will be spared to make it, as it should be, one of the leading departments in the course of study.

The course of study for this grade will embrace, Arithmetic, Geography, History, Grammar, Reading, Spelling, Writing, etc., and as soon as any pupil is fitted for entrance to the Normal Department he will be advanced to that grade at once.

It is not the design of this department to drive and crowd the growing child, to the sacrifice of health, in a vain ambition to be promoted to a higher grade, but to give a healthy, common-sense course of instruction, enabling the development of the mind and organs of the body to be carried on simultaneously, without the one causing the ruin and destruction of the other. The earnest, careful attention of parents is called to this feature of the institution, as it is believed to be equally important with any department of the school.

THE MILITARY DEPARTMENT.

The advantages of a systematic course of Military Drill and Discipline are too well known to need argument or comment here. The Military Department will be under the management of capable and efficient instructors who have had actual experience in the field of battle as well as in the best military schools of the country. The instruction will not consist of theory and a few senseless movements, but will embrace actual camp life, attendance at such State encampments as can be reached without an expense, and constant drill. This department of the institution, while not compulsory, is earnestly recommended to every young man attending the school.

EXPENSES.

TUITION.

Tuition must be paid during the first week of each term, or immediately upon entering school. No person is recognized as a student of the school until he holds a receipt which admits to membership in the classes specified upon its face. Tuition per term in the various departments is as follows:

Literary and Scientific	-	\$10 00	University Preparatory	-	\$10 00
Preparatory	- - -	8 00	Commercial Department	-	10 00
Normal	- - - -	10 00	Art Department	- - -	10 00
Scientific Preparatory	-	10 00	Department of Music	-	10 00
Scientific	- - - -	10 00	Kindergarten	. . .	5 00

It will be noticed that the tuition has been so arranged as to be the same in all departments, except the Kindergarten and Preparatory, and there are *no special charges for extras*, hence there are no inducements to students to enter, on account of difference in price, courses not suited to their needs.

No receipt will be given for less than five weeks, unless the term has more than half expired, in which case students can pay for the remainder of the term. A charge of ten cents per week more than the regular weekly rates is made for less than a term. Absence of more than three weeks at any one time on account of sickness of the student can be made up without extra charge, but in no case will tuition be refunded.

BOARD AND ROOMS.

Board and rooms may be found in private families at from \$3.00 to \$4.00 per week. Day board can be secured at from \$2.00 to \$3.00 per week. Clubs may be formed to reduce the expense to actual cost for food and preparation, in some instances being reduced to \$1.65 per week.

TEXT BOOKS USED.

English Grammar, Green, Kerl.
 Geography, Harper.
 U. S. History, Anderson, Barnes.
 Reading.
 Arithmetic, Robinson, Greenleaf.
 Latin, Harkness.
 Natural Philosophy, Sharpless & Philips.

Physiology, Hutchison.
 Algebra, Robinson, Greenleaf.
 Greek, Goodwin.
 Zoology, Tenney.
 Botany, Gray.
 Geometry, Robinson, Wentworth.
 Trigonometry, Robinson.

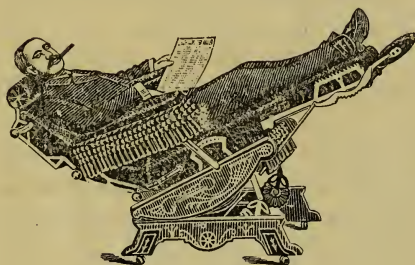
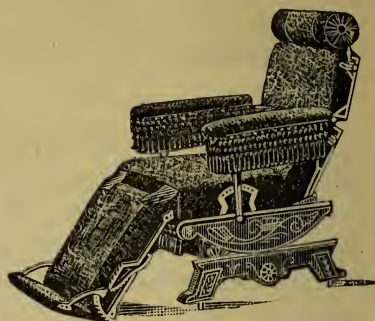
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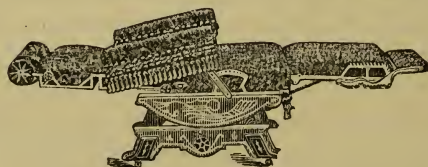
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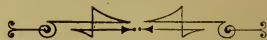
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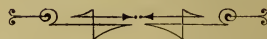
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